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| **Name:** | Karen Martin | **School:** | JCHS |
| **Subject:** | Coordinate Algebra Unit 1 | **Week of:** | August 13th |

Jasper County Schools • Secondary Lesson Plan Template

| **Day of the Week:** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| --- | --- | --- | --- | --- | --- |
| **Standards**  **GPS/CCGPS**  **ISTE NETS-S** | A-SSE.1. Interpret expressions that represent a quantity in terms of its context. | A-SSE.1. Interpret expressions that represent a quantity in terms of its context. | • N-Q.1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.  • N-Q.2. Define appropriate quantities for the purpose of descriptive modeling. | A-CED.2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. | A-CED.1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. |
| **Essential Question**  *Wiggins and McTighe define essential questions as “questions that are not answerable with finality in a brief sentence… Their aim is to stimulate thought, to provoke inquiry, and to spark more questions — including thoughtful student questions — not just pat answers” (106)* | What is a variable and how do we use them to write algebraic expressions? | How do you use variables to help solve word problems ? | How do you create the line of best fit? | How do the Distance Formula and Pythagorean Theorem compare? | How do you calculate the distance beween two points? |
| **Opening**  *The opening is the “hook ‘n link” component of the lesson. It should provide a “hook” to motivate and a “link” to prior knowledge for students. This activating strategy must support the skill being taught in the lesson. It should align with both the essential question and the comprehension skill.* | Make a number line and put x on it. Discuss opposite of x and absolute value of x. | Choose your group based on what you like. | Equation of a line-Graphic Organizer | Create a thinking map to compare the Pythag and Distance Formulas | Put students is random groups using cards. |
| **Work Session**  *Examples could include guided lecture, demonstration lecture, collaborative pairs, graphic organizers, games, writing etc.* | Word phrases to expressions Use 1.3,circles, flowers. Copy to paint and color using paint. | Differentiated by choice  Calorie Burn Assigned Problems  Create a Glogster to use to present your work to the class. | Stay in yesterday's groups State task Acting Out  Grid Paper and Colored pencils | Practice Sheet 50 | Differentiated Activity: Discovering Distance |
| **Closing**  *3-2-1, jigsaw, ticket out the door, cheat notes, retelling, journaling, etc.* | Student/Teacher Questions | Group Presentations | Group Presentations Take pic of visual | Revise thinking map | Show hw project due in three days. |
| **TIERED LESSON**  **This lesson is differentiated in (check):**  **According to (check:** | Content  Process  Product  Interest  Readiness  Learning | Content  Process  Product  Interest  Readiness  Learning | Content  Process  Product  Interest  Readiness  Learning | Content  Process  Product  Interest  Readiness  Learning | Content  Process  Product  Interest  Readiness  Learning |
| **Tier 1** |  |  | EC-The Buckled RR Track |  |  |
| **Tier 2** |  |  |  |  |  |
| **Tier 3 (if applicable)** |  |  |  |  |  |
| **Assessment (formative)** | check work | group feedback | group feedback | graded work | task checklist |
| **Assessment (summative, if applicable)** |  |  |  |  |  |
| **Rigor** | Level 1: Remember  Level 2: Understand  Level 3: Apply  Level 4: Analyze  Level 5: Evaluate  Level 6: Create | Level 1: Remember  Level 2: Understand  Level 3: Apply  Level 4: Analyze  Level 5: Evaluate  Level 6: Create | Level 1: Remember  Level 2: Understand  Level 3: Apply  Level 4: Analyze  Level 5: Evaluate  Level 6: Create | Level 1: Remember  Level 2: Understand  Level 3: Apply  Level 4: Analyze  Level 5: Evaluate  Level 6: Create | Level 1: Remember  Level 2: Understand  Level 3: Apply  Level 4: Analyze  Level 5: Evaluate  Level 6: Create |
| **Thinking Maps** | Circle  Brace  Flow  Tree Map  Multi-Flow  Bridge  Double Bubble  Bubble | Circle  Brace  Flow  Tree Map  Multi-Flow  Bridge  Double Bubble  Bubble | Circle  Brace  Flow  Tree Map  Multi-Flow  Bridge  Double Bubble  Bubble | Circle  Brace  Flow  Tree Map  Multi-Flow  Bridge  Double Bubble  Bubble | Circle  Brace  Flow  Tree Map  Multi-Flow  Bridge  Double Bubble  Bubble |
| **Homework** | Quizlet Voc | Quizlet Voc | Read all hail hypotenuse | Cryptic quiz | Pythag Puzzles/Robotic Disney |
| **Resources** | MS Paint | Glogster | Web Cam |  | Geogebra |

\*\*Each component of this plan may or may not be used every day/week.